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ABSTRACT

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into an introductory section containing several chapters which outline the basic approach, a central section listing suggested activities, and a group of appendixes listing materials. It is offset printed and staple-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The introductory section outlines a theory of physical education and mentions some general objectives derived from that theory. The central section lists stunts, games, and dance activities categorized into three levels--K-2, 3-4, and 5-6. Each activity listed is acccmpanied by a bibliographic reference indicating a source for a ccmplete description of the activity. INSTRUCTIONAL MATERIALS: The list of activities for each level is preceded by a bibliography and followed by a list of equipment. In addition six appendixes ccntain lists of publications and audiovisual materials. STUDENT ASSESSMENT: No provision. (RT)

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ELEMENTARY PHYSICAL EDUCATION — TODAY

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Dr. Carl L. Marburger
Commissioner of Education

Division of Curriculum and Instruction

Assistant Commissioner of Education
Mr. Robert H. Seitzer

Director, Office of Health, Safety and Physical Education
Dr. Everett L. Hebel

Prepared by Mr. Sal Edward Abitanta,
Supervisor in Physical Education

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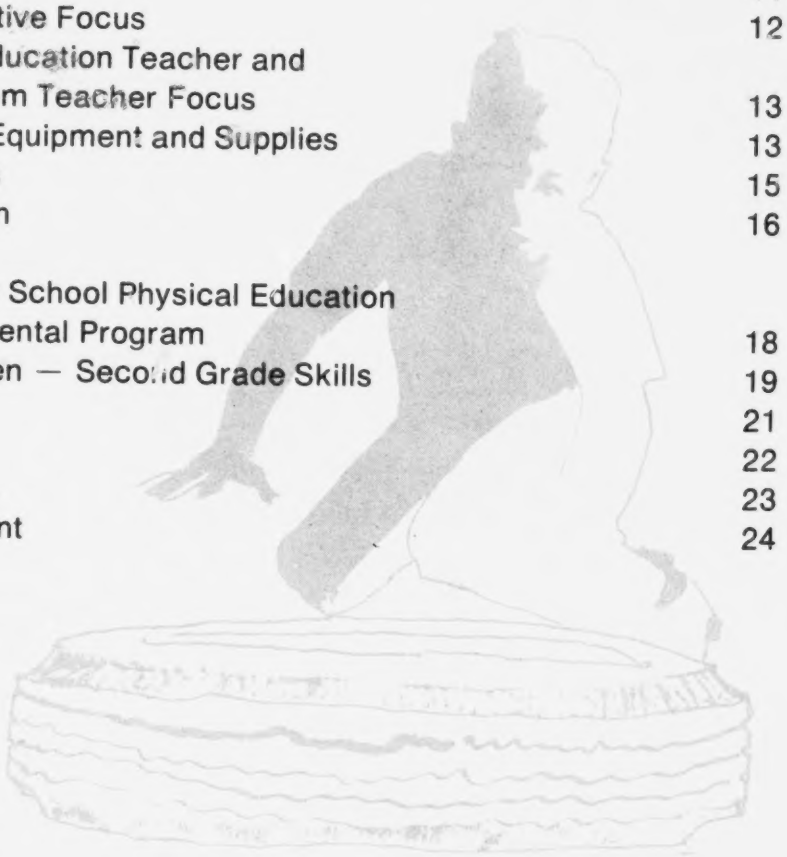

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FOREWORD

The responsibility lies heavily on schools and communities to provide broad programs of physical activity for children on a day-to-day, year-round basis with programs developed to suit the physical needs and abilities of each age level by engaging children in constructive activities with their peers.

This publication has been prepared to assist teachers, administrators, and curriculum planners in general to determine direction and focus to their efforts in developing programs of physical education.

In response to this growing interest the New Jersey Department of Education is pleased to provide this publication to the schools of this State.

Carl L. Marburger
Commissioner of Education

ACKNOWLEDGMENTS . . . . .

The Office of Health, Safety and Physical Education wishes to acknowledge the assistance of many people who shared ideas, reacted to materials, edited, typed and encouraged this publication.

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We acknowledge the sincere efforts of Mrs. Lynn Rogosky, New Jersey Department of Education, Graphic Artist, for the cover and illustrations, and the efforts of the Secretarial staff of the Office of Health, Safety and Physical Education for their time and patience with the many rewrites.

Compiled and Edited by
Sal Edward Abitanta
Supervisor of Physical Education

INTRODUCTION

Never before in the history of mankind has an epic such as the placing of two men on the surface of the moon ever been accomplished. The education of these two men had to include in their early training a comprehensive and complex subject called physical education. The content included a sequence of experiences which helped them learn to move skillfully and effectively; to develop understandings of voluntary movement; to enrich understanding of space and time; to extend understanding of socially approved patterns of personal behavior and to condition themselves to respond to increased physical demands upon them.

The experiences in the physical education class can provide specialized opportunities for developing ideas about how space is organized, how time is related to space and how gravity acts on all material objects.

This publication has been geared to the new content in which children learn to move as they move to learn more about themselves and the new world around them.

Everett L. Hebel
Director, Office of Health
Safety and Physical Education
New Jersey Department of Education
Trenton, New Jersey

ELEMENTARY SCHOOL PHYSICAL EDUCATION TODAY*

There is a national interest in elementary school physical education and exciting things are happening all over the country. The interest is evidenced by the increasing demand for specialists as teachers; record-breaking attendances at conferences, conventions, and meetings devoted to the topic; requests for help received in the National headquarters office; interest shown by disciplines outside our own profession. The Association of Childhood Education International, The Department of Elementary, Kindergarten, Nursery Education, the Center for Study of Instruction have met with us willingly to share ideas, plan publications and promote good elementary school physical education.

This surge of interest can be accounted for in several ways:

Changing sociological conditions of automation, mechanization, and the population explosion mandate a need today, more than ever before, for physical education in the elementary school program.

Educators are realizing that attention to a child's total development is essential for readiness to learn. For example, Robert Fleming, a leading curriculum and child development expert, says "When a child has trouble reading, you can give him just so much remedial reading, then you begin to look for

* Adapted from a speech by Dr. Marge R. Hanson, Southern District Convention Elementary Section, Memphis, Tennessee, February 22, 1969

other ways to unlock the blocks to learning and good physical education is one of those untapped gold mines."

At the same time, our own profession is maturing very rapidly, and it is beginning to identify the unique and meaningful contributions for the elementary level more succinctly. The profession has always identified the objectives of physiological and neuro-muscular development as unique and important, but now there is a focus on identifying the contributions that good physical education can make to the affective domain. Consider how many opportunities in physical education there are to compare, analyze, observe, think, describe, create, share and cooperate. Concepts are experienced such as: force, time, space, flow. Children have an opportunity to experience words such as: up, down, around, fast, slow, hard, soft, twist, bend, strong, weak, over, under, etc.

CURRICULUM TRENDS . . . . .

Current trends in elementary education indicate an increasing interest in providing a well-rounded physical education program for all children *with considerably more attention to the primary grades than heretofore.*

Programs for the handicapped, the poor motor-performer, and the retarded, as well as for the normal, are increasing in number, and significant changes in curriculum are taking place for all children wherever there is good leadership.

For many years the curriculum was limited to games, relays, conditioning exercises and dances, and even today this is our image in many places. Currently, there is considerable momentum for structuring the curriculum on basic movement as a foundation whereby a child is helped to learn to manage his body in many movement situations including generalized experiences in locomotor, non-locomotor and manipulative activities before going into the specialized skills of sports and dance as are common to our culture.

The trend is away from a conglomerate of isolated units of activities to a comprehensive curriculum developed on a

continuum with basic movement as a core or a foundation which sports, dance, aquatics and gymnastic activities follow naturally.

Such an emphasis is in keeping with the general thrust at the elementary school level to focus on fundamentals and broad generalized experiences. What Bruner has said about education certainly applies to our field when he stated, "There are too many particulars to teach and to master. If we are to do justice, we shall need, as never before, a way of transmitting the crucial ideas and skills."

NEW LOOK AT METHOD.....

The current re-structuring of physical education curriculum also includes much emphasis on creativity and problem-solving, which are compatible with modern theories of learning such as emphasizing discovery, meeting children's needs, allowing them to work at their own rate and level of ability, de-emphasis of highly competitive or threatening situations, et al.

Much of our teaching in physical education has been very authoritative, formal, and void of any opportunity for creativity, but, at the same time, as learning theories become more sophisticated, as our profession matures, and as we all learn more about children and needs, we find that the leaders in our fields are identifying new content and new methods of teaching physical education to children. In much of our teaching we have heard such commanding words as "line up," "count off," "get into your squads," "do it like this." Now we hear more frequently such phases as "find a way," "can you," "think how," "show me."

NEW TERMINOLOGY.....

The development of new ideas is usually accompanied by new terminology. In today's emerging curriculum we hear most often the words, "Movement Education," "Movement Exploration," and "Basic Movement." These words are often confused and misinterpreted. We do find a consensus among the leaders which would find the following definitions acceptable:

Movement exploration: a first step in the problem-solving method of teaching with movement as the medium.

Basic movement: the foundational content for all movement which focuses on the elements of space, time, force and flow.

Movement education: the sum total of movement experiences which includes the content of basic movement and the method of movement exploration as part of the problem-solving process.

DEVELOPMENT OF PERCEPTUAL-MOTOR PROGRAMS.....

Another development in curriculum throughout the country is the rapid growth of remedial programs for under-achievers in the classroom known as perceptual-motor programs.

The rationale for some of the programs is that, as children learn to move, they move better and learn more about the world around them. Early motor learnings serve as a base upon which concepts and other learnings are built. However, some of the theories are being challenged, especially those that insist that all children must go through certain developmental patterns in a certain order.

In the perceptual-motor program — something good is happening to *some* children, but we are not at the point where we can identify for certain the cause-effect relationship, and we are not yet able to prescribe activities with any degree of validity. It is an exciting challenge, but *further study, experimentation,* and *research* are needed.

One of the most interesting things about these perceptual-motor programs and those for the mentally retarded is that most of the motor activities recommended seem to be in the nature of coordination, balance, agility, and spatial awareness which should be the foundation of any good physical education program. The kinds of movement activities which are being recommended for these programs have many of the same characteristics as those found in newly developing movement education programs.

These commonalities indicate that we may very well be on the brink of a real breakthrough toward identifying the kinds of physical education programs which will make more significant

contributions to child development and to learning than ever before.

EXISTING PROBLEMS . . . . .

Yes, the interest, the trends and the new developments are exciting, but let's face it, we are beset with a number of problems such as:

a critical shortage of elementary physical education teachers due to the lack of preparation at the college level.

need for enlightened *in-service* programs to retrain that secondary person, not merely in beginning basketball or beginning track or beginning gymnastics, but in appropriate foundational activities for children.

heavy staff schedules and teaching loads with as many as 9, 10 and 12 classes per day. It's not the total hours one teaches, but the over-loads one is expected to bear within those hours.

children standing in long lines waiting turns to be "it" or to handle a ball. We must learn to plan to make maximum use of this precious time within the school day.

adult size equipment and lack of sufficient amount.

inadequate attention to primary grades.

weak curricula based on

1. "little games and little dances for little people"
2. a watered-down secondary program such as putting a fourth grade boy or even a little girl on a gym floor with a man-size basketball and a ten-foot hoop because the teacher was trained for secondary teaching or for coaching and really doesn't know the needs or how to meet them for little children, (he knows basketball and organizational matters very well, but not children nor elementary school physical education).

3. programs consisting mainly of conditioning exercises such as jumping jacks, squat-thrusts and push-ups because of the belief that this is the best way to promote fitness.

lack of real creativity in the best use of the physical education teacher's time. There is a demand for specialists.

Now as they become available, how to best use them so that all children K-6 can have physical education 3 to 5 days a week without the teacher's having 10 to 12 classes per day or 60 to 100 in a class at once? Do you still frown on the classroom teacher taking some of the responsibility? Can you use an aide wisely?

These are a few of the problems, but many cities and districts have solved them and are well on their way with good programs for elementary school physical education.

The demand for help with elementary school physical education is increasing steadily and everyone, the student, the administrator, the teacher and teacher preparation personnel can help.

SUMMARY . . . . .

One can say that around the country new books are being published, with new approaches, old books are being revised and revitalized, Federal projects are being funded, films are being developed, college curricula are being revised, workshops are being offered, key people are in great demand for speaking and for demonstrations. There are new efforts in pre-school and in after-school programs. There is more concern for the handicapped, the economically disadvantaged and the child with a learning disability.

We have our problems and we have our issues, but I look upon all of this as good evidence of a growing, lively discipline trying to identify its real potential for the enrichment of the lives of the children of today and the adults of tomorrow.

CHILDREN'S NEEDS — TODAY

The needs of children are as many and as different as the children are different. When considering the best kind of program for the physical development of every child, the first thought is that children need many kinds of activities designed to develop all of the skills of movement to produce well developed and well coordinated human beings.

The activities of movement must be geared to meet the growth patterns of children at different ages and different stages of development. Readiness for each new step in physical activities is necessary for the child to succeed in the particular activity. Hours of practice will not perfect a skill until the child is physically, mentally and emotionally ready to develop and perfect it.

In order to match appropriate physical activity with the stage of development of each child, a knowledge of the human growth pattern and the wide range of individual variation in rate of growth is necessary. The sequence of the pattern is the same for everyone; it is in the timing and quality of performance that individuals differ.

Chronological age is a poor index to development. Children five years of age chronologically may be as young organically as three year olds or as mature as seven year olds. By the chronological age of nine, some children may be organically as young as seven or as mature as thirteen. And at the chronological age of thirteen, some individuals are still children organically while others are almost fully adult.

Some eight year olds, though they may have had ideal opportunities to learn, cannot yet bat a ball. For these children this is normal behavior at their stage of development. It would be damaging to these children to measure their progress by the yardstick that is used for the average performance of their chronological peers.

Generally there are three major periods of development. From age five to eight, children are developing rapidly. At this time much unregimented play is needed, especially in the early part of the period in which children can bask in the enjoyment of their unfolding physical powers. A variety of individual activities, such

as climbing and running, improves the functioning of the rapidly developing neuromuscular structure. Spirited and rhythmical use of large fundamental muscles through dramatic games, pantomime, folk games, free and creative rhythmics, simple folk dances and singing games is appropriate.

From eight to twelve, children develop more slowly. This period seems to be one of rest between two periods of continual change and instability. At this time children join with their peers in a variety of group activities, most of them involving tremendous physical activity. For every child's mental and physical well-being it is essential that he learn the skills necessary for participating with his peers. Most children will work very hard at it.

There are some dangers to avoid. Since heart growth lags behind body growth, especially in the early part of this period, intense and excessive competition, which may cause the child to ignore the body's warning, may depress the normal recovery process to such an extent as to interfere with growth. There is also the danger that the less vigorous and organically younger children will withdraw from participation with their peers. Their needs are the most often neglected.

From twelve to fifteen, children are developing toward adulthood at a wearing, tearing, energy-consuming rate. Energy is channeled into tissue building and there is little left for behavior. A reduction of 500-750 calories a day may spell the difference between healthy growth and failing growth, which may express itself in slowed-up responses in lack of coordination, balance and agility. Here perhaps more than at any other time thought must be given to the individuals the program is meant to serve. Again, each needs a wide variety of individual and group activities to insure the building of habits and skills that assure strength, endurance, stamina.

Since the timing of specific activities is so important to the development of each child, safeguards should be built into the educational program that will help teachers gauge more accurately the appropriate activity for each child.

A wide variety of choices among physical activities each day will enable each child to find a place for his continuous best development. Specialization is dangerous and has no place in the

lives of developing children. A second safe-guard is play. Play is a major business of childhood. Some learnings, physiological and moral, that accrue to children through play cannot be gained in any other way. We cannot afford to allow children to lose their capacity for it

PHYSICAL EDUCATION BECAUSE

A good physical education program is essential to the continuing growth and development of each child and an integral part of the total educational program.

Physical education is directed toward total fitness with emphasis on health practices involving nutrition, mental health, coordination, stamina, agility and positive social behavior. Total fitness includes skills that have carry-over value into adult life.

Activities for elementary school age children must be selected carefully to meet the child's needs, interests, abilities and conducted in such a manner that desired outcomes may be obtained.

Directed and planned physical education activities will aid children in learning, developing self-control, self-direction, leadership responsibility and sportsmanlike attitudes.

PURPOSES

The development of the interests and skills for each child as a unique individual with differing physical, mental, emotional and social needs is an important first goal in the designing of an educational program and is as valid in physical education as in any curriculum area.

A program geared to the all-around development of each child, appropriate to his age level, capabilities and capacities.

Reprint of an address delivered by Dr. Julia W. Gordon, The Burlington County Educational News, Mt. Holly, N.J.

Comprehensive with a common core of learning experiences through basic movement education, games and sports, rhythmics and dance, stunts and self-testing as well as individual types of activities.

A program designed and performed in such ways as to afford each child with maximal opportunities to be involved in situations calling for mental, motor and emotional responses which will result in optimal and desirable modifications in behavior; skills, knowledges and attitudes.

Varied learning experiences planned and carried out to emphasize the development of basic concepts, values and behaviors associated with the ultimate purpose for the physically educated person.

Curricular content developed according to levels of learning in attitudes, understandings and skills, recognizing skills in a sequential and developmental and spiral arrangement.

An instructional program to encourage vigorous physical activity and attainment of physical fitness; develop motor skills; foster creativity; emphasize safety practices; motivate expression and communication; promote self-understanding and acceptance; and stimulate social development.

Utilize many teaching styles so as to effectively work with the whole child. Teaching styles including both teacher-directed and self-directed learning. To personalize learning and concern oneself with the cognitive and affective domains, problem-solving as a teaching strategy becomes vital.

Provide opportunities for participation in organized intramurals and kinds of extramural programs (play days and sports days), so designed to serve the purposes of the class instruction phase of the program.

TIME ALLOTTED

Normal, healthy children require several hours of vigorous activity *each day* to insure proper growth and development. The school must assume a share of the responsibility for providing opportunities during the school day for physical activities.

In serving the activity needs of children it is recommended that a daily physical education program be given. The New Jersey Law (18A:35-8) requires that the time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week. (R.S. 18:14-97)

The duration of the class period should be appropriate to the instructional purpose of the lesson and to the needs and maturation of the learner. The instructional period should be exclusive of the time provided for dressing, showering, recess, free and/or supervised play periods and noon hour activites.

GROUPING

For instruction in physical education it is recommended that groupings be appropriate to the objectives of the lesson being taught and consistent with the size of other subject areas and/or self contained classes.

Opportunities for individualizing instruction should be of primary concern for determining class groups.

Class groupings must be flexible enough to provide for differences in interests, level of maturity, size, ability and needs.

PLANNING

In planning a good physical education program, the administrator, classroom teacher, physical education teacher, doctor and nurse must look at each class to determine the children who are apparently physically fit, taller or smaller than the majority of the group, undernourished, timid, unclean and physically handicapped.

Some of these children may need a different kind of physical education program which might even include rest. Others may need to be helped to find the joy of movement with a group. They need to be encouraged to participate in group activities and not left to be "bench sitters." Still others should not participate in any kind of strenuous activity, but should have some worthwhile activity designed to fit their particular needs. (Swimming, individual activities)

ADMINISTRATIVE FOCUS

Any educational program to be successful must have the understanding and leadership of those with administrative responsibility. Physical education is no exception. The administrator has the responsibility in planning the program with respect to time allotment, scheduling, size of classes, teacher load, correlation with other curriculum areas, health examinations and health services, safety, attendance, evaluation, facilities, equipment and supplies and other policies. The selection of staff is perhaps the most important phase of his responsibility in providing the kind of leadership which children need.

In the selection of an elementary school physical education teacher it is important that this person understand:

- human movement
- child growth and development
- current learning theories
- effective techniques in working with children

A qualified elementary school physical education teacher who will be an active and contributing staff member.

PHYSICAL EDUCATION TEACHER AND CLASSROOM TEACHER FOCUS

There is no one "best design" to follow in deciding who should teach physical education in the elementary school, particularly below the seventh grade. The community, needs of boys and girls, philosophy of the staff, preparation and abilities of teachers in the school system, facilities available and other factors determine how education goes on locally.

Today, classroom teachers consider themselves first of all teachers of children and recognize their responsibilities for furthering the all-around development of each child. Among resources helpful to the classroom teacher are teachers especially prepared in physical education. Such teachers help in planning, organizing and carrying out a program of physical activities, provide the classroom teacher with instructional materials and often work directly with children.

Some schools have special teachers of physical education who work directly with the children. However, the classroom teacher who is aware of experiences the children are having is more alert and ready to utilize the many opportunities for teaching physical education activities at other times and in many curriculum areas.

Experiences in the area of physical education are best provided to children with the classroom teacher and the physical education teacher working cooperatively. The physical education teacher provides direction and enrichment for these experiences. Through cooperative planning, working with children, participating in in-service education activities and interpreting the contributions which can be made, the teacher of physical education promotes a better understanding, develops individual potentialities and encourages a greater use of these experiences.

FACILITIES, EQUIPMENT AND SUPPLIES

There is truth in the philosophy which suggests that regardless of how limited the facilities, equipment and supplies for physical education may be, some type of program can be conducted if adaptations are made to meet the local conditions.

However, a comprehensive program of physical education is based on the availability and proper selection and utilization of equipment, supplies and facilities. It is important that boards of education and administrators recognize this need and allocate sufficient funds for the maintenance and purchase commensurate in quantity and quality as provided other phases of the school program.

Facilities should be planned and designed for complete use by both the school and community. This involves a location that is readily accessible and in an appropriate setting. In all instances it is essential that the space and size of both the outdoor and indoor areas be sufficient to insure the effective functioning of the program according to approved health standards.

The objective of a broad program of activities for all children should have many opportunities; a goal of one ball, one rope, etc. per child is realistic for a physical education class. If children are to be physically active and fully experiencing the learning situation, ample equipment and supplies for each child is as essential as pencils and books in the classroom. Equipment of a permanent nature should include such items as a jungle gym, horizontal bars, horizontal ladder, and balance beam which provides for climbing, swinging, jumping, crawling, hanging and balancing.

Some types of equipment may be dangerous when not located properly. Installations should be made so hazards are reduced. For example, if there are swings, they should be located where there will be no danger of children passing to and from other activities. Otherwise, a safety rail should be installed in front and back of the swings.

Periodic inspection of equipment should be made to insure safety.

Many physical education authorities firmly believe that there is little developmental value in much of the large permanent equipment when children sit, slide or glide on apparatus. When selecting equipment for purchase the monies could be put to better use by requisitioning large quantities of balls, jump ropes, bean bags and bats. These kinds of materials would afford children numerous opportunities during the entire period of

activity, rather than having to wait for a ride on the playground apparatus.

As schools begin plans for new physical education facilities, there must be over-all involvement. The community and school with the cooperation of the physical education teachers, principals and other resource persons are part of the over-all involvement.

The New Jersey Department of Education publications, "Space Areas for Physical Education", and "Planning Facilities for Physical Education" are available on request to assist local school districts.

SAFEGUARDS

Safety education is vitally important in the physical education program. The school has the responsibility of providing an environment that is safe and healthful, physically, mentally and emotionally.

The ability to use equipment safely, considering oneself and others in the light of safety, handling one's body efficiently in times of stress are attributes which are important to safe living. The teacher needs to help children understand the techniques of an activity in light of the consequences from unsafe procedures. All necessary precautions should be taken to develop habits of safety while avoiding fear and over-cautiousness in activity.

A sizeable percentage of school accidents occur on the playgrounds with playground apparatus and in gymnasiums. Through proper planning of play areas (blacktop areas properly marked with circles, lines, courts, etc. to permit participation in a wide variety of activities appropriate for various age levels) careful selection of activities and definite safety rules which are enforced while participating in play activities, many accidents can easily be avoided. Proper protection should be used under climbing apparatus both indoor and outdoor with periodic check ups for any defects in equipment.

Organization for safety need not eliminate joy and fun. In physical education there is of necessity an element of risk and an accompanying desire for adventure. It is our responsibility to judge what risks are justified by the objectives to be gained.

The development of skills is in itself a safety measure. For example, teaching a child to hang from a ladder is helping him develop skill and the mere development goes a long way toward assuring safety.

The most important factor in reducing accidents to a minimum involves *supervision* — supervision on the part of the teacher.

COMPETITION

When the focus of an activity program is on "improving" rather than "proving," then competition should be considered as an integral part of the elementary physical education program. Participation in a sound activity program contributes to individual development, physical skills, health, strength, self-reliance, emotional maturity, social competencies and respect for self and others.

Competition can be exciting and rewarding when children get along together and do not lose their individuality. One of the greatest assets for each child to obtain is the cooperative spirit which might come through opportunities in competitive activities.

The kind of competition planned for children in the elementary school must be based on what is best for boys and girls at their particular level of maturity.

The elementary school children grow at variable rates and therefore have different levels of maturity age. Physicians and educators have long recognized that these children have need for vigorous activity to promote growth and development. However most informed physicians and educators agree that high pressured athletic programs are harmful to the emotional well-being of immature boys and girls.

With consideration of the following factors, the kinds of competition which can best meet the needs and interests of elementary school children are:

- A broad, varied and sequential physical education program under qualified instructors. With good leadership the element of competition provides enjoyment.
- The development of opportunities for children in grades

four through six to play in supervised activities with others who are of corresponding maturity and ability. In grades below four the elements of competition are usually found in the activities during the physical education classes.

• When the school physical education program has been fully developed, consideration could then be given to a supervised activity program in grades four through six for children who are of corresponding age and ability. Programs in the form of play days, sport days and field days have high social values. The emphasis being on accomplishment, fun, friendship and social participation.

A collision sport such as football and boxing has no place in programs for children of elementary school. The educational benefits attributed to it can be realized through other activities. Competitive sports appropriate for children might include activities such as archery, bowling, swimming, tennis and track

It must be constantly kept in mind that the child is important in the selection of competitive activities and not the teacher, parent, school or agency.

Refer to the appendix A regarding a policy statement approved by the American Academy of Pediatrics, American Association for Health, Physical Education, and Recreation, American Medical Association Committee on Medical Aspects of Sports, and the Society of State Directors of Health, Physical Education, and Recreation on "Competitive Athletics for Children of Elementary School Age."

ELEMENTARY SCHOOL PHYSICAL EDUCATION SUPPLEMENTAL PROGRAM

This program has been prepared to strengthen the elementary physical education curriculum in the New Jersey schools.

This has been developed to provide classroom teachers and physical education specialists with worthwhile, year round *suggested* activities.

The charts are based upon numerous curriculum guides, books and periodicals.

The following is a sample bibliography that classroom teachers and physical education specialists can refer to for complete instructions in teaching all the listed activities:

(1) Jones, Edwina; Morgan, Edna; Stevens, Gladys, *Methods and Materials in Elementary Physical Education,* World Book Company: Yonkers-on-Hudson, New York, 1957.

(2) Andrews, Gladys; Saurborn, Jeannette; Schneider, Elsa, *Physical Education for Today's Boys and Girls,* Allyn and Bacon, Inc.: Englewood Cliffs, New Jersey, 1960.

(3) Halsey, Elizabeth; Porter, Lorena, *Physical Education for Children, A Developmental Program,* Holt, Rinehart and Winston: New York, 1963.

(4) Boyer, Madeline Haas, *The Teaching of Elementary School Physical Education,* J. Lowell Pratt and Company: New York, 1963.

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KINDERGARTEN — SECOND GRADE SKILLS . . . . .

BALL HANDLING

Catch ball bounce from partner
Bounce fast
Bounce slow
Bounce and catch
Bounce ball while walking
Catching and bouncing
Make rhythm of bouncing and catching
Running and bouncing
Bounce ball over jump rope about waist high
Bounce ball continuously

BALL ROLLING

Roll the ball
Roll the ball to a partner while seated, so that it passes between his feet
Roll ball to wall and try to catch it as it rolls back
Roll ball to box
Roll ball in area three feet wide for distance of ten feet
Roll a ball at a fixed object
Roll ball to wall ten feet away and catch

JUMPING AND RUNNING

Jump in place several times using alternate feet and both feet
Jump from side to side over rope placed on ground
Jump lightly in place to musical accompaniment
Run without falling, stop without falling, run and tag
Run and stop quickly
Dodge and run
Increase speed in running
Jump short rope, walking, running
In place using various locomotion movements
Turn rope backwards
Long rope running in and out

KICKING

Kick ball forward
Kick ball forward approximately ten feet in skill game court
Kick ball toward partner

THROWING AND CATCHING

Toss ball with underhand toss to partner
Toss ball using vertical toss and let bounce and catch
Toss with underhand toss to wall, let bounce and catch
Vertical toss and catch
Toss ball underhand and try to get in basket
Side toss to partner
Shoulder throw with ball to partner
Throw over jump rope about three feet high to partner
Side toss to wall, let bounce and catch
Underhand toss to wall and catch
Shoulder throw to wall and catch
Toss and catch bean bag with both hands away from body
Toss bean bag underhand to partner
Toss bean bag in air, clap hands and catch
Toss bean bag to target about five feet distance
Exchange toss of bean bag with partner at same time and catch
Toss bean bag into air, clap hands in front, in back and catch

BATTING WITH HAND

Bat a bounce ball to wall, let bounce and catch
Bat ball with hand against wall, bounce and catch
Bat ball to partner

KINDERGARTEN — SECOND GRADE STUNTS . . . . .

Organize class for maximum participation

Balance the object	(1) p.85
Bouncing ball	(1)
Duck walk	(1)
Puppy run	(1)
Somersault	(1) p.86
Turk stand	(1)
Animal walk	(2) p.246
I can — can you?	(2)
Kangaroo jump	(2)
Mr. angle man	(2) p.247
Breaking soap bubbles	(2)
Log roll	(2)
Bear Walk	(1) p.86
Elevator	(1)
Frog jump	(1)
Lying to sitting	(1)
Rabbit jump	(1)
Seal crawl	(1)
Tight-rope walking	(1)
High - low	(2) p.248
Haystack	(2)
Statues	(2) p.249
Mr. flippity flop	(2)
Bent-knee hop	(1) p.87
Chinese get up	(1)
Rocking chair	(1)
Step over the wand	(1)
Wring the dish rag	(1) p.88
Pumpkins	(2) p.250
Paint a rainbow	(2)
Washing machine	(2) p.251
Under the bridge	(2) p.253
The wild west rolling horse	(2) p.254

Additional (3) p.219-268 (4) p.175-209

KINDERGARTEN — SECOND GRADE GAMES . . . . .

Ball race	(1) p.117
Beanbag basket	(1)
Skip tag	(1) p.118
Call ball	(1)
Can you	(2) p.90
Cat and rat	(2) p.91
Scat	(2) p.92
Hand touch	(2) p.93
Animal chase	(2) p.94
Bull in pen	(3) p.286
Busy bee	(3) p.287
Center base	(3) p.288
Beanbag passing	(1) p.119
Bird catcher	(1)
Crossing the brook	(1) p.120
Good morning	(1)
Hill dill	(1)
Leader and class	(1) p.121
Squirrels in trees	(1)
Ducks in the pond	(2) p.95
Farmer and fox	(2) p.96
Cowboy and pinto	(2) p.99
Chain tag	(3) p.288
Chinese wall	(3)
Fire engine	(3) p.290
Follow the leader	(3) p.292
Beanbag circle throw	(1) p.121
Cat and mice	(1) p.122
Jump the shot	(1) p.123
Run for your supper	(1)
Tag along	(2) p.102
Come along	(2) p.103
Two deep	(2) p.106
Tunnel ball	(2) p.109
Ball goes round and round	(2) p.110
Circle toss ball	(2) p.113
Call ball	(2) p.115
Policeman	(2) p.116

Hit, bounce and catch	(3) p.294
Home run	(3) p.295
Midnight	(3) p.299

KINDERGARTEN — SECOND GRADE RHYTHMS.....

- Movement Fundamentals

walk	run
skip	leap
jump	gallop
hop	slide

- Creative Rhythms

imitative
identification
dramatic and story play
spacial exploration
singing games
simple folk dances
play-party activities

This is what I can do	(7) p.172
Ice cream cones	(7) p.153
I wish I were	(2) p.313
Up, down, and around	(5) p.131
Swinging in a swing	(5) p.132
Musical chairs	(1) p.198
Skip and stoop	(1) p.199
Bow wow wow	(1)
Did you ever see a lassie	(5) p.132
Looby Loo	(5) p.139
Shoemaker's dance	(5) p.142
Charley over the water	(1) p.201
Diddle diddle dumpling	(1)
Sing a song of sixpence	(1) p.202
The lazy little rose	(5) p.158
Four in a boat	(1) p.203
Humpty dumpty	(5) p.159
Dance of greetings	(5) p.163
Round and round the village	(5) p.167

Ten little indians	(5) p.169
Hobby horse	(1) p.205
A-hunting we will go	(1) p.208
Carrousel	(1) p.210
Jolly is the Miller	(1) p.211

Additional

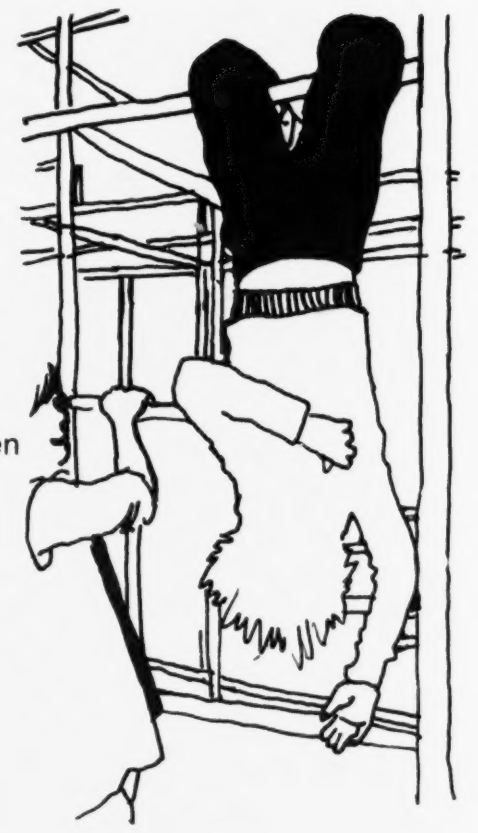
(2) p.299-316
(3) p.363-425
(6) p.391-394

airplanes, clowns, horses, jumping jacks, trains . . . . .

KINDERGARTEN — SECOND GRADE EQUIPMENT . . . . .

For strengthening muscles, developing skills, make believe and releasing feelings . . . . .

Balance Beam of varying height from floor
Climbing Tower
Chinning Bars
Turning Bar
Tumbling Mats
Equipment Box
Ball Inflator
Punching Bags
Horizontal Ladder
Wagon
Tricycle
Bouncing Horse
Push and Pull Toys for younger children
Jump Ropes
Utility Balls of various sizes
Paddle with ball attached
Bean Bags
Throwing Games (Simple)
Rolling Games (Simple)
Ten Pins
Large Hollow Blocks
Ring Toss Games



Hoops
Hula Hoop Rings
Bicycle
Sled
Skates
Dowel Rods
Lummi Sticks
Bowling Set
Indian Clubs
Play Boards
Parachutes (Surplus)
Yarn Balls
Balloons
Assorted Floor Blocks
Farm and Animal (Zoo) Sets
Transportation Toys (Boats, trucks, planes, trains, automobiles, etc.)

Steering Wheel
Ride-a-Stick Horse
Large Cartons for making Stores, Houses, Lunar Modules, Stations, Tanks, and for climbing into

Puppets
Toy Circus
Sand and Sand Toys
Percussion Instruments
Phonograph
Phonograph records (an adequate supply of recordings suitable for use in rhythmic activities program)
Melody Bells
Resonator Bells
Marimba
Xylophone

THIRD AND FOURTH GRADE SKILLS . . . . .

All the previous skills and the skills beginning in the following:

Jump from side to side over rope on ground taking two
jumps on each side. A big jump followed by a
small rebound jump
Jump several times over rope swung back and forth
Jump over knotted end of rope swung on ground
Jump long rope, standing in
Jump short rope in place several times
Run without falling
Run and tag
Run on toes
Change directions in running
Dodge another player
Dribble a soccer ball about twenty feet
Stop, block and trap a soccer ball
Kick a soccer ball with some accuracy
Throw and try and reach a basketball goal
Bounce, dribble a basketball with one hand trying to
maintain control
Throw and catch a football
Dodge a thrown ball
Throw and catch a softball thrown underhand or overhand
from about thirty or forty feet
Try to bat a ball thrown underhand or overhand
Increase speed in running
Increase stamina
Increase stamina and distance in running

THIRD AND FOURTH GRADE STUNTS AND SELF-TESTING ACTIVITIES . . . . .

Organize class for maximum participation

Cock fight	(1) p.88
Crab walk	(1)
Free standing	(1)
Full squat	(1)
Wicket walk	(1)
Around the clock	(2) p.258
Pill-bug	(2)
Airplane	(2) p.259
Turn around	(2) p.260
Missile man	(2) p.261
Heel slap	(2) p.262
Accordian	(2)
Backward roll	(1) p.89
Bear dance	(1)
Coffee grinder	(1)
Double bear dance	(1)
Forward roll	(1) p.90
Wheelbarrow	(1) p.91
Leg wrestle	(2) p.264
Cartwheel	(2) p.265
Jig saw	(2)
Through the stick	(2) p.267
Shoulder push	(2)
Hop scotch	(2) p.269

Additional

(3) p.219-273
(4) p.175-209
(5) p.213-215
p.273-276

THIRD AND FOURTH GRADE GAMES AND SPORTS .....

Ball stand	(1) p.123
Circle chase	(1) p.125
Line soccer	(1)
Newcomb	(1) p.126
Steam roller roll	(2) p.147
Cars	(2) p.148
The ING game	(2) p.149
Poison pin	(2) p.154
The moon	(2) p.155
Space ship	(2)
Touchdown	(3) p.304
Uncle sam	(3) p.306
Chinese tag	(2) p.175
Ostrich tag	(2)
Broncho tag	(2) p.157
Blast off	(2) p.183
Around the sun	(2)
Other relays	(2) p.187-189
Bounce tag ball	(1) p.128
Fist fongo	(1)
Three deep	(1)
Fetch and carry	(1) p.129
Line relay	(1)
Bases on ball	(1)
Bat ball	(1) p.130
Over, under or around	(2) p.157
Numbers	(2) p.161
Sputnik and the moon	(2) p.171
Squat	(2) p.174
Partner tag	(2) p.177
Variations in tag games	(2) p.178
Touch the corner	(2) p.184
Outer space and back	(2)
Circle run and pass	(2)
Automobile tube relay	(3) p.310
Other relays	(2) p.187-189
Balloon ball	(3) p.311
Beat ball	(3) p.314

Center stride ball	(3) p.318
Club snatch	(3) p.319
Deck tennis	(3) p.320
Forwards and guards	(3) p.328

Additional

(4) p.15-27, 86-174
(5) p.209-213, 215-251

THIRD AND FOURTH GRADE RHYTHMS AND DANCE . . . . .

- Movement Fundamentals

walk	run
jump	hop
gallop	slide
skip	step-hop
schottische	waltz

- Creative Rhythms
- Folk Dances
- Square Dances

O Belinda	(1) p.214-215
O Susanna	(1) p.216-217
Shoo fly	(1) p.218-219
Hopp Mor Annika	(1) p.220-221 (Swedish)
Hot dance (war dance)	(1) p.222 (Crow Indians-Montana)
Indian war dance	(1) p.222-223 (American Indian)
Irish reel	(1) p.226-227
Push dance	(1) p.229-230 (Crow Indians-Montana)
Rabbit dance	(1) p.231 (Sioux Indians)
Seven jumps	(1) p.232-233 (Danish)
Virginia reel	(1) p.234-235 (American)
Swing, swing, swing around	(2) p.305-306
Bouncing	(2) p.306-308
Bending and stretching chant	(2) p.321

Work Chant	(2) p.323
The zulu warrior	(2) p.325
Indian chant	(2) p.326
La Raspa	(2) p.254-255 (Mexican)

Additional

(3) p.363-425
(5) p.186-209, 251-276
(6) p.394-398
(7) p.174-193

THIRD AND FOURTH GRADE EQUIPMENT . . . . .

For maintaining muscle tone, perfecting skills, and creating

Horizontal Ladder
Climbing Ropes
Tetherball
Jump Ropes
Utility Balls of various sizes
Basketballs
Basketball Goals with Net (Adjustable)
Guards (Glasses)
Softballs
Bats
Gloves
Chest Protector and Mask
Bases
Footballs (regulation and junior size)
Soccer Balls
Volleyballs
Standards (net)
Standards (jumping)
Volleyball Nets
Tennis Rackets
Tennis Balls
Sponge Balls
Paddles
Shuffleboard Sets
Table Tennis
Deck Tennis Rings
Tumbling Mats
Cage Ball
Yarn Balls
Gym Scooters
Ball Inflator
Parachutes (Surplus)
Musical Instruments
Phonograph
Phonograph Records (an adequate supply suitable for use in rhythmic and dance activities program)

FIFTH AND SIXTH GRADE SKILLS . . . . .

All previous skills and the skills involved with the various kinds of balls . . . . .

SOCCER

Trapping — with the foot, inside of lower leg, with inside of both legs, with front of both legs

Kicking — with instep of foot, outside of foot

Dribbling — alternate kicking foot, with two or three steps, with outside of foot, with inside and outside of foot

Punting — one step, or two steps (leg swings forward, straighten knee, point toes, contact ball with the top of the instep)

Blocking — chest, thigh, tackle (taking a ball from an opponent), front, hook tackle

Passing — to another person while running, passing inside and outside of either foot

VOLLEYBALL

Serving — using knuckles and heel of right hand

— serving a volleyball underhand

Volleying — overhand (ball received above chest) underhand (ball below chest)

— throwing and catching

— passing

FOOTBALL

Passing — forward, throwing and catching

Catching — over shoulder, running

Centering

Punting

Guarding

Intercepting

BASKETBALL

Pass — chest, two hand bounce

Chest Shot

One Hand Set Shot

Dribble

Reverse Turn

Pivot — rear, front
Guarding — (when opponent has the ball)
Lay-Up Shot

SOFTBALL

Grip
Overhand Throw
Catching
Base Running
Fielding Ground Balls
Fielding a High Fly Ball
Pitching
Batting

TRACK AND FIELD

Start — standing, sprint
Jumps — standing, running, long, high, scissors
Throwing for Distance
Jump and Reach
Dash
Shuttle Relay
Hop, Step and Jump

FIFTH AND SIXTH GRADE STUNTS AND SELF-TESTING ACTIVITIES . . . . .

Organize class for maximum participation

Bulldog pull	(1) p.91
Double forward roll	(1)
Jump the stick	(1) p.92
Pull across	(1)
Tip up	(1) p.93
Air jet take off	(2) p.276
Standing broad jump	(2)
Rope climbing	(2)
Indian hand wrestle	(2) p.278
Push up	(2) p.279

Merry-go-round	(2)
Skin the snake	(2) p.280
Backward roll progressions	(1) p.94
Couple elephant walk	(1)
Handspring progressions - handspring over back	(1) p.95
Handstand progressions - handstand with support	(1) p.96
Headstand	(1) p.97
Handstand - with and without assistance	(1)
Superman	(2) p.281
Mule kick	(2)
Spider	(2) p.282
Balance in Space	(2) p.285
Antenna	(2) p.286

Additional

(3) p.219-273
(4) p.175-209
(5) p.339-341, 366-368

FIFTH AND SIXTH GRADE GAMES AND SPORTS.....

Circle kickball	(1) p.132
Circle touch ball	(1)
Club chase	(1) p.133
Indian file dodge ball	(1) p.134
Keep it up	(1)
Cross-over relay	(1) p.135
Rescue relay	(1)
End ball	(1) p.136
Kick ball in a circle	(1) p.137
Softball	(1) p.138
Jump the shot	(2) p.192
Barrage	(2) p.195
Knock them over	(2) p.198

Rounders	(2) p.205
Capture the flag	(2) p.210
Wall kick ball	(2) p.213
Around the world	(2) p.217
Volleyball	(2) p.219
Hit pin baseball	(2) p.222
Freeze it	(3) p.330
Goal ball	(3) p.331
Kickover football	(3) p.336
Paddle ball	(3) p.338
Paddle tennis	(3) p.339
Double line keep it up	(1) p.141
Ten trips	(1)
Five-three-one	(1)
Guard the clubs	(1) p.142
Poison snake	(1)
Up and down relay	(1) p.143
Basket end ball	(1)
Modified volleyball	(1) p.145
Philadelphia kick ball	(1) p.147
Atomic explosion	(2) p.224
Touch football	(2) p.226
Playing soccer	(2) p.229
Modified softball	(3) p.349
Volley-base-basketball	(3) p.356
Volley tennis	(3) p.357

Additional

(4) p.86-174
(5) p.277-316, 348-365

FIFTH AND SIXTH GRADE DANCE.....

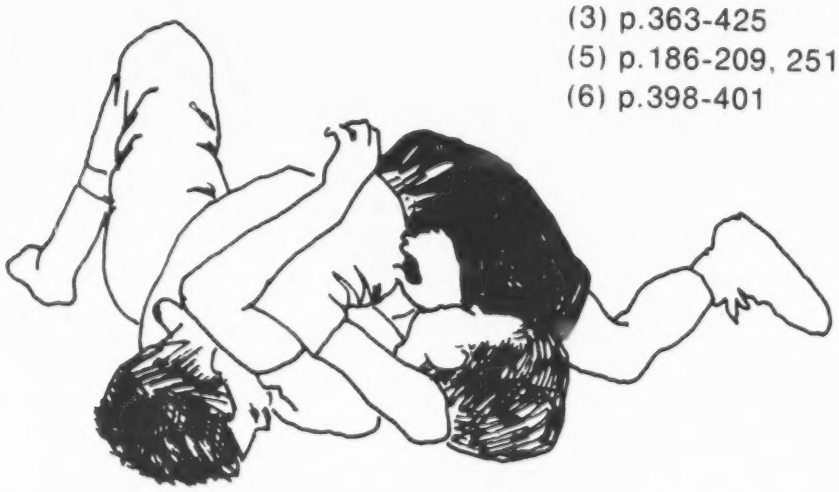
Movement Fundamentals	walk	run
	jump	hop
	3/4 run	step-hop
	schottische	two-step
	polka	waltz
	mazurka	

* Creative Rhythms
* Folk Dances
* Square Dances

Cedar Swamp	(1) p.236-237
Cshebogar	(1) p.238-239 (Hungarian)
French folk dance	(1) p.240-241 (French)
Life on the ocean wave	(1) p.242-243 (American)
Double wheel	(1) p.246-247 (American)
Virginia reel	(1) p.254-255 (American)
Circle promenade	(1) p.256
The lady on the left	(1) p.257
Double circle	(1)
Two-deep	(1)
Grand right and left	(1) p.259
Hungarian roundel	(1)
Schottische	(1) p.263-264
Rye waltz	(1) p.265-266
Croatian waltz	(2) p.342-343 (Yugoslavian)
Troika	(2) p.358-359 (Russian)
Road to the isles	(2) p.360-361 (Scottish)
Hora	(2) p.364-365 (Israeli)
Kavelis	(2) p.366-367 (Lithuanian)
Tinikling	(2) p.372-373

Additional

(3) p.363-425
(5) p.186-209, 251-276
(6) p.398-401



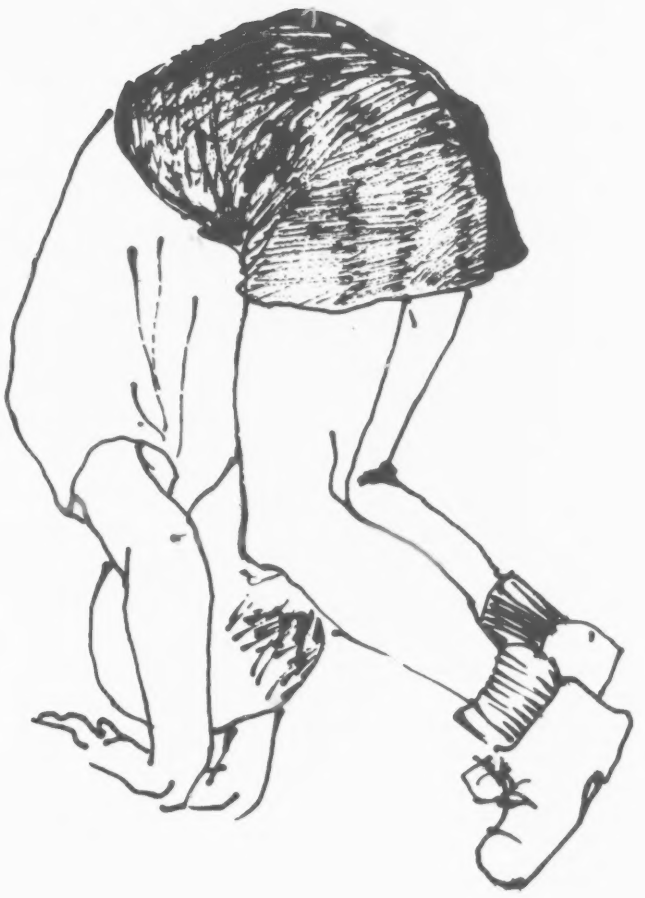
FIFTH AND SIXTH GRADE EQUIPMENT . . . . .

For maintaining muscle tone, perfecting skills and creating . . . . .

Horizontal Ladder
Climbing Ropes
Tetherball
Jump Ropes
Utility Balls of various sizes
Basketballs
Basketball Goals with Net (Adjustable)
Guards (Glasses)
Softballs
Bats
Gloves
Chest Protector and Mask
Bases
Footballs (regulation and junior size)
Soccer Balls
Volleyballs
Standards (net)
Standards (jumping)
Volleyball Nets
Tennis Rackets
Tennis Balls
Sponge Balls
Paddles
Shuffleboard Sets
Table Tennis
Deck Tennis Rings
Tumbling Mats
Cage Ball
Yarn Balls
Gym Scooters
Ball Inflator
Parachutes (Surplus)
Musical Instruments
Phonograph
Phonograph Records (an adequate supply suitable for use in rhythmic and dance activities program)

APPENDICES . . . . .

Appendices were added to the basic text of this publication to suggest supplementary source material on elementary physical education. They were developed to provide more definitive dimensions beyond those examined in the preceding chapters.



APPENDIX A

A POLICY STATEMENT ON
COMPETITIVE ATHLETICS FOR CHILDREN
OF ELEMENTARY SCHOOL AGE

approved by

American Academy of Pediatrics
American Association for Health, Physical Education,
and Recreation
American Medical Association Committee on Medical Aspects
of Sports
Society of State Directors of Health, Physical Education,
and Recreation

Competitive sports organized by school or other community agencies are now played so universally in all parts of the country by children 13 years of age and younger that positive and realistic guidelines to govern participation need to be suggested.

Children of this age are not miniature adults; they are boys and girls in the process of maturation into adults. They seek and can profit from suitable play opportunities, but the benefits are not automatic. High quality supervision and a broad range of physical education and sports activities adapted to the needs and capacities of growing children are required for full realization of benefits.

A variety of competitive sports within a sound physical education program has the advantage of directing funds, facilities, instruction, and leadership toward all children in the school system or community. Such a program avoids providing a narrow sports experience for children or one directed only to the physically gifted, the well-developed, the skillful, or the precocious.

The problems involved are sufficiently significant and variable to warrant each community's having a local committee representing educational, recreational, and medical specialists.

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1. *Desirable Athletic Competition For Children of Elementary School Age*, American Association for Health, Physical Education and Recreation, NEA Publications-Sales, 1201 16th Street, N.W., Washington, D.C., 1968.

Decisions about all school or community athletic programs may then be made in terms of local interest and needs, adequate supervision, and assurance of proper safeguards. Such decision about athletic programs for children of elementary school age should embody local consideration of the following:

Program for interschool or community athletics

qualified leadership for the planning and conduct of competitive athletic programs for children

participation limited to children in the upper elementary grades

parental permission for each child to participate

a schedule of contests (frequency and hour) appropriate for children of this maturity level

activities limited to a neighborhood or community basis without play-offs, bowl contests, or all-star contests

avoidance of undesirable corollaries to organized competitive athletics, such as excessive publicity, pep squads, commercial promoting, victory celebrations, elaborate recognition ceremonies, paid admission, inappropriate spectator behavior, high pressure public contests, and exploitation of children in any form

The positive values of sports should be emphasized because of their important effects on stamina and physiologic functioning and because of their lifelong value as recreational activities. Examples of competitive sports appropriate for children of elementary school age are archery, boating, bowling, golf, skating, swimming, tennis, and track.

Boxing has no place in programs for children of this age because its goal is injury and the educational benefits attributed to it can be realized through other sports.

Sports with varying degrees of collision risk include baseball, basketball, football, hockey, soccer, softball, and wrestling. The hazards of such competition are debatable. The risks are usually associated with the conditions under which practice and play are conducted and the quality of supervision affecting the participants.

Unless a school or community can provide exemplary supervision — medical and educational — it should not undertake a program of competitive sports, especially collision sports at the pre-adolescent level.

1. Proper physical conditioning
2. Conduct of the sport

competent teaching and supervision with regard for the relative hazards of each particular sport modification of rules, game equipment, and facilities to suit the maturity level of the participants qualified officials

3. Careful grouping according to weight, size, sex, skill, and physical maturation when indicated
4. Good protective equipment, properly fitted
5. Well-maintained facilities suitable for the sport involved
6. Proper delineation of the spheres of authority and responsibility for school administrators, family, sponsor, physician, coach, and athlete
7. Adequate medical care

periodic health appraisal of children, including a careful health history

a physician present or readily available during games and practices

established policies, procedures, and responsibilities for

- first aid and referral of injured athletes
- definitive treatment and follow-up
- evaluation and certification for returning following injury or illness

attention to matters of physical and emotional fatigue and stress especially of a cumulative nature or effect use of the American Medical Association's "Standard Nomenclature of Athletic Injuries" to facilitate reporting and analysis of injuries and illnesses

8. Salient educational and recreational considerations

prerequisites before an interschool athletic program is started

- provision for daily physical education instruction for all children, under the supervision of certificated physical education teachers
- opportunities for every child in the upper elementary

grades to participate in an organized and supervised intramural athletic program

- assurance that the athletic program would not curtail the time or budget of the normal school program (i.e., would not utilize school time, facilities, personnel, or funds in any way which would jeopardize the total educational experience of the participants or of other children)

APPENDIX B

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National Education Association Journal

March, 1967

"Learning About Movement," Naomi Allenbaugh, Ohio State University.

Instructor Magazine

April, 1960

"A Physical Education Program in the Elementary School," Francis R. Stuart

Research Quarterly

October, 1959

"Physical Performance of Children Taught by Special Teachers and by Classroom Teachers," Helen Zimmerman

APPENDIX F

SOURCES OF MATERIALS

Apparatus, Scooters, Mats

Creative Playthings Inc., Princeton, New Jersey
Heavy Playground Equipment, Play Yard Equipment

Delmer F. Harris Co., P.O. Box 288, Dept. J, Concordia, Kansas
Swedish Climber, other apparatus

Lind Climber Co., 807 Reber Place, Evanston, Ill.
Lind Climber

Nissen Corporation, 930 27th Avenue S.W., Cedar Rapids, Iowa 52406
Balance Beams, Horizontal Bars, Horses, Mats, Parallel Bars, Ropes, Trampolines, etc.

Porter Gymnastics Co., N.J. Representative John G. Dorais, 52 Spring St., Metuchen, New Jersey
Prudden "Gymster," other apparatus

School Equipment Corporation, P.O. Box 175, Foley Missouri
Horizontal Bars, Horses, "Turning Bar," Walking Beams, other apparatus

Titus - K.E. Winfield, Kansas
Gym Scooters

Parachutes

Anchor Outdoor Stores, 243 Rt. 46, Saddle Brook, New Jersey
(N.B. parachutes come from here through purchase order from Dick Dean of Dean Enterprises, P.O. Box 87, Pittstown, N.J. 08867. Excellent company to deal with on all supplies.)

I. Goldberg Co., Army Goods, 429 Market St., Philadelphia, Pa.

Phillip's Ewing Bazaar, 1680 N. Olden Extension, Trenton, New Jersey

Switlik Parachute Co., Inc., 1325 E. State St., Trenton, New Jersey

Army-Navy Surplus Stores

Ask for flat chutes - 18', 24' etc. (Not always available, depends on when surplus comes in. Outlet stores often sell on cash basis only). See JOHPER - April, 1967 for article on Parachute Activities.

Records

Classroom Materials Co., 93 Myrtle Drive, Great Neck, New York

"Developing Body Space Perception Motor Skills"

Educational Activities Inc., Freeport, New York 11520

Two Albums - "Listening and Moving"

Other Materials

Childcraft, 155 East 23rd St., N.Y. 10010

Climbing Ropes for primary children, Doorway Gym Bars, Hippity Hop Scotch, Punching Bag on Stand, Wheeled toys, Wibblers, Tumble Tub, Tunnel of Fun.

Community Playthings, Rifton, New York

Blocks, Pairs of Stairs, Rocking Rowboats, Slides, Towers, "Variplay" Triangle Sets, Wheeled Toys.

Cosom Corp., 6030 Wayzata Blvd., Minneapolis, Minn. 55416

"Saf-T-Play" Plastic Balls, Bats, Bowling Sets, Hockey Sticks, etc.

Creative Playthings, Princeton, New Jersey

Activity Dollies, Balance Blocks and Boards, Cargo Nets, Hoops, Punching Bags (suspended), Puppets, Rhythm Instruments, Rope Ladders, Stilts, Tumble Tubs, Wheeled Toys.

E.M.I. (Electro Mech. Ind.) P.O. Box 3721, Washington, D.C. 20007 "Orbit Wheels" A fascinating hoop made of steel.

El-J-Plastics Inc., 233 Robbins Lane, Syosset, New York

"Kick-a-Loop" similar to jingle jump.

Elliot Morris, 678 Washington St., Lynn, Mass. 01901

Bean bags

Hadar Wolters, Humboldt, Iowa 50548

Plastic Balls

Idea Development Co., 50 South DuBois Ave., Elgin, Ill. 60120
"Toobers" (Truck inner tubes)

J.W. Holden, P.O. Box 1484, 131 Washington St., Providence, R.I. 02901
"Chinese" Jump-ropes

P.E.S.A. (Physical Education Supply Associates) P.O. Box 292, Trumbull, Conn. 06611
"Stretch" ropes, Wevau Balls

Premier, River Vale, New Jersey
Cage Balls, Mats, Medicine Balls

Severin H., Winona Ave., Box 141, Lincoln Park, N.J.
Yarn Balls

Sli Bar, Kennet Square, Pennsylvania "Beckey"

Voit W.J., Maywood, N.J.
Horseshoes, Playground balls, "Super" soft balls

World Wide Games, Radnor Rd., Delaware, Ohio 43015
Large Selection of table games.

Zel-ball, 87 Hulme St., Mt. Holly, New Jersey
Portable Tether Ball Sets, also serve as net standards, very useful.

These companies will forward a catalogue or other descriptive literature upon request.

APPENDIX G

AAHPER PUBLICATIONS

After-School Games and Sports: Grades 4-5-6. (Classroom Teacher Series) 60 pp. (245-07604) $1.25. 1964.

Tells how to set up physical activity programs for after-school hours, including content suggestions and administrative details.

Classroom Activities. (Classroom Teacher Series)
64 pp. (245-07000) $1.00. Revised 1963.

Describes games, stunts, and body mechanics that may be taught and enjoyed indoors in the elementary school.

Essentials of a Quality Elementary School Physical Education Program.
16 pp. (245-25022) 25¢. 1969.

A position statement approved by the AAHPER Board of Directors. Includes beliefs covering teacher preparation, instructional program, evaluation, time allotment, class size, teaching load, dress, equipment and facilities, and school related programs.

Federal Support Programs for Health, Physical Education, and Recreation.
224 pp. (240-07938) $4.00. 1968.

New and pending legislation and advice on preparing project proposals.

Guide for Programs in Physical Education and Recreation for the Mentally Retarded.
80 pp. (246-07972) $1.25. 1968.

Guidelines and suggestions for developing new programs or enriching and expanding already existing programs, including a self-evaluation procedure and format.

ICHPER Book of Worldwide Games and Dances.
160 pp. (245-07144) $4.00. 1967.

Sixty-eight favorite children's games and 39 dances compiled from 58 countries for students in grades 1-6. Includes diagrams and music; indexed by type of activity and cross-referenced to encourage use in teaching international understanding.

Knowledge and Understanding in Physical Education.
136 pp. (245-08040) $5.00. 1969.

A compilation of the body of knowledge in physical education, with progression through elementary, junior, and senior high school levels of understanding. Four major topics are covered: activity, effects of activity, factors modifying participation in activities, and the nature and use of standardized tests.

Motor Activity and Perceptual Development — Some Implications for Physical Educators.
10 pp. (245-07932) 15¢. 1968.

An article on the relationships between motor activity and perceptual development, including an annotated bibliography on selected readings. Reprinted from JOHPER, 1968.

Movement Education for Children: A New Direction in Elementary School Physical Education.
32 pp. (245-25048) $1.00. 1969.

A pamphlet authored by Lorena Porter and published by the American Association of Elementary, Kindergarten, and Nursery Education, in cooperation with AAHPER. Describes movement education, its content, method and value as an approach to physical education.

Perceptual-Motor Foundations: A Multidisciplinary Concern.
160 pp. (245-08042) $3.00. 1969.

Highlights major addresses by leading authorities in various disciplines which were presented at the recent AAHPER-sponsored Perceptual-Motor Symposium. Describes action programs for developing sensory and motor skills, personalizing early education, and providing developmental activities.

Physical Activities for the Mentally Retarded (Ideas for Instruction).
137 pp. (245-07952) $2.00. 1968.

Instruction in activities promoting fundamental motor development and the exploration of general areas of skill; designed for use by physical education instructors, classroom teachers, parents, and recreation personnel.

Physical Education in the Elementary Schools.
32 pp. (115-03760) 25¢. 1963.

Number 27 in "What Research Says to the Teacher" series of NEA; by Anna S. Espenschade. Discusses objectives, how they can be achieved, and benefits to be derived from a good elementary school program.

Physical Fitness.
32 pp. (115-03754) 25¢. 1963.

Number 26 in "What Research Says to the Teacher" series of the NEA; prepared by Paul Hunsicker, noted fitness specialist. A discussion of the many factors of fitness important to elementary teachers.

Physical Growth Chart for Boys.
(244-06960) Minimum quantity 25, $2.50; over 25, 10¢ each.

Profile charts for recording height and weight. For use in elementary and high schools.

Physical Growth Chart for Girls.
(244-06962) Minimum quantity 25, $2.50; over 25, 10¢ each.

Planning Areas and Facilities for Health, Physical Education, and Recreation.
300 pp. paperback (240-07276) $5.00; clothbound (240-07278) $6.00. 1965.

Up-to-date and complete guide for planning and constructing all types of facilities. Published by the Athletic Institute and the AAHPER.

Professional Preparation of the Elementary School Physical Education Teacher.
24 pp. (245-25026) $1.50. 1969.

A set of guidelines for the college department preparing elementary teachers in this area. A project of the AAHPER Professional Preparation Panel.

Rhythmic Activities: Grades K-6. (Classroom Teacher Series)
60 pp. (245-07606) $1.25. 1964.

Describes why and how to teach rhythmic fundamentals in grades K-6. Includes complete instruction for activities and dances.

This Is Physical Education.
24 pp. (245-07280) 50¢. 1965.

A statement designed to help in interpreting the discipline to colleagues in other disciplines, to parents, and to interested laymen of the community.

APPENDIX H
AUDIOVISUAL RESOURCES

SELECTED LOOP FILMS, FILM STRIPS, AUDIO-TAPES, AND TELEVISION SERIES

Basic Movement; Body Awareness; Manipulative Activities; Functional Fitness. 1969. (Super 8mm film loops, silent, color, 4 min.) $22.95 per loop. Unit prices and catalog available from Ealing Corporation, 2225 Massachusetts Ave., Cambridge, Mass. 02140.

This series of 24 film loops on new approaches to elementary school physical education for use by children in grades K-3 was developed in cooperation with the AAHPER. Additional loops are being prepared depicting small group, classroom, and playground activities.

Movement Education: A New Direction in Elementary School Physical Education. 1969. (10 min. audiotape) $1.75. Available from American Association for Elementary, Kindergarten, and Nursery Education (EKNE), 1201 Sixteenth St., N.W., Washington, D.C. 20036.

The first in a series of ten-minute tapes to be distributed for radio broadcast under the title "Keeping Up With Elementary Education," which will focus on new developments. It is a taped interview between Robert Gilstrap, Executive Secretary of EKNE, and Margie R. Hanson, elementary education consultant of AAHPER.

Ready, Set, Go. 1960. An instructional television series for closed circuit use in large school systems. Available for purchase from the National Instructional Television Center, Box A, Bloomington, Ind. 47401.

A series of 30 television lessons (20 minutes each) on the basic movement approach to elementary school physical education for primary children. It is accompanied by a manual with guidelines for supplementary lessons each week which will enable the teacher to follow through. The total series provides continuity for a year's curriculum. Developed in consultation with the AAHPER.

Track and Field. Filmstrip. Sound, $18; silent, $15.25. Athletic Institute, 805 Merchandise Mart, Chicago, Ill. 60654.

Set of two filmstrips on track and field events for elementary school children and junior high girls.

Your Child's Health and Fitness. Filmstrip (sound, 15 min.) $8.00. Order from NEA Publications Sales, 1201 16th St., N.W., Washington, D.C. 20036.

Filmstrip based on brochure by same title. Narration on 33⅓ rpm record. 35 copies of brochure included. Helpful for PTA and civic meetings.

16MM FILMS

And So They Move. 1965. (16mm, b&w, 20 min.) Available from Audio-Visual Center, Michigan State University, East Lansing, Mich. 48824.

Many practical and meaningful fundamental movement experiences for physically handicapped children are presented, with accompanying narration on the theoretical value of the activities. Suggestions are included for sequence in programing based on a problem-solving approach.

Anyone Can: Learning Through Motor Development. 1968. (16mm, color, sound, 27 min.) $240. Available Bradley Wright Films, 309 North Duane Ave., San Gabriel, Cal. 91775.

Four short films on one reel, designed to help teachers develop a balanced program of motor activities for atypical children. Activities included are rope skills, ball handling, the stegel, the trampoline.

Building Children's Personalities with Creative Dancing. 1960. (16mm, color, sound, 30 min.) $275; b&w $175; rental, $15. Available from Bailey Films, Inc., 6509 De Longpre Ave., Hollywood, Cal. 90028.

Shows how a skillful teacher can lead children through the phases of creative dance expression, helping them to overcome their inhibitions about dancing, giving them confidence and inspiration, and teaching them to express themselves as individuals.

Discovering Rhythm. 1968. (16mm, color, sound, 11 min.) $120. Available from Universal Education and Visual Arts, 221 Park Avenue South, New York, N.Y. 10003.

Demonstrates to children that rhythm is an outgrowth of normal activities. Simple physical movements such as walking, running, and skipping help the viewer to learn many concepts regarding rhythm. An original theme is heard throughout, with eight variations.

Elementary Physical Education Skills: Apparatus Skills; Balance Skills; Ball Skills; Basic Movement Skills. 1969. (16mm, sound, color, 4 films, each 9-11 min.) $120 each; $440 for set of four. Filmfair Communications, 10946 Ventura Blvd., Studio City, Cal. 91604.

Each of these films deals with a specific skill and, through use of demonstrations, live action, and slow-motion techniques, explores in detail how to move to effectively participate in the activity.

Fun with Parachutes. 1968. (16mm, sound, color, 11 min.) $125. Documentary Films, 3217 Trout Gulch Rd., Aptos, Cal. 95003.

Suggests many activities with parachutes which either lend themselves to a discovery approach or a response-to-command method of teaching.

Grace in Motion. Beauty Through Gymnastics. 1965. (16mm, b&w, sound, 10 min.) Rental, $5.00; purchase, $40.00. Olympic House, 57 Park Ave., New York, N.Y. 10016. Make checks payable to Women's Board, U.S. Olympic Development Committee.

A motivational gymnastic film for girls of elementary through high school age, showing the natural movement learning progression for preschoolers to highly skilled champions.

Hula Hoop Skills. 1969. (16mm, sound, color, 8 min.). Available Gabor Nagy Productions, 1019 N. Cole Ave., Hollywood, Cal. 90038.

A physical education film for elementary schools depicting numerous ways of using hula hoops which are challenging to children.

Learning Through Movement. 1966. (16mm, b&w, sound, 32 min.) Rental, $20; purchase, $165. Available S-L Film Productions, 5126 Nartwick St., Los Angeles, Cal. 90041.

Covers an eight-month experience in creative dance with grades 1-6, showing the physical, emotional, and intellectual involvement of the children, and explores the multiplicity of learning concepts.

Movement Education in Physical Education. 1967. (16mm, b&w, 10 min.) Rental, $25; sale $145. Available from Hayes Kruger, Louise Duffy School, 95 Westminster Dr., West Hartford, Conn.

A film that interprets movement education through narration in question-answer form. Two male teachers from the program provide much information on a variety of activities from K-6. The film demonstrates the methodology of the problem-solving approach and emphasizes the importance of a well-structured environment.

Movement Education. 1965. (16mm, b&w, 8 to 17 min.) Sale, $25 to $50; rental, $1.65 to $3.00. Available from the Audio-Visual Center, Division of Extention and University Services, University of Iowa, Iowa Ctiy, Iowa.

A series of four films by Joan Tillotson: (1) *Movement Education in Physical Education;* (2) *Time and Space Awareness;* (3) *Guided Exploration;* and (4) *The Problem-Solving Technique*.

Movement Education. 1968. (16mm, sound, color, six films, 25-40 min. each.) Sale, $200 each; rental, $25. Audio-Visual Center, Simon Frazier University, Burnaby, 2, B.C.

A series of six films. Titles are: (1) Introduction to Movement Education; (2) Teaching Direction and Level; (3) Teaching Awareness of Body Movements; (4) Teaching Qualities of Body Movements; (5) Ideas for Theme Development; (6) Use of Small Apparatus. An instructional manual is included.

Movement Experiences for Children. 1967 (16mm, b&w, sound, 7

min.). *Movement Experiences for Primary Children.* 1968 (16mm, color, sound, 17 min.). Available Department of Instructional Media Distribution, Altgeld 114, Northern Illinois University, DeKalb, Ill. 60115.

Two films depicting the need for children to move and to learn to move well. Emphasizes a problem-solving approach to teaching.

Movement Exploration. 1967. (16mm, sound, color, 20 min.) Sale, $185; rental, $20 first day; $10 each additional day, plus return postage and insurance. Available from Documentary Films, 3217 Trout Gulch Rd., Aptos, Cal. 95003.

A film designed for K-6 teachers and teachers-in-training, which includes a wide range of activities for primary and elementary children, such as locomotor skills, ball handling, hoops, jump ropes, apparatus, and improvised equipment. Emphasis is on involvement of each child for maximum participation, with a problem-solving approach. Shows relationship to fitness and preparation for adult sports activities.

Parachute Activities for Children. 1967. (16mm, color, sound) $125.00 purchase from Educational Motion Pictures, Inc., E. Gross, 550 Fifth Ave., New York, N.Y. 10003.

Shows new and different activities which stress development of upper body, and conditioning type activities and parachute games for all children.

Physical Education for Primary Grades. 1970. (16mm, sound, color, 20 min.). Inquire Bradley Wright Films, 309 North Duane Ave., San Gabriel, Cal. 91775.

A wide selection of activities for children grades one through three focusing on a developmental concept. Inexpensive and innovative equipment are presented for use so that each child has maximum participation within a class period.

Physical Education — Lever to Learning. 1969. (16mm, color, sound, 20 min.) Sale, $200; rental, $15. Available from Stuart Finely, Inc., 3428 Mansfield Rd., Falls Church, Va. 22041.

Educable mentally retarded boys and girls from a special education program are shown taking part in a vigorous and varied program emphasizing development of motor skills and physical fitness with limited and improvised equipment.

Physical Education in Elementary Schools. 1963. (16mm, color, sound, 20 min.) Rental $15; purchase, $200. Available from Stuart Finley, Inc., 3428 Mansfield Rd., Falls Church, Va. 22041.

Especially helpful in schools without gymnasiums. Aspects of the physical education program for kindergarten through the elementary grades. Effective for use in training of teachers and in in-service work, and for parents and education meetings.

Physical Education: Training, Study and Teaching. 1969. (16mm, sound, color, 30 min.). Available Crown Films, West 503 Indiana Ave., Box 890, Spokane, Wash. 99210.

Produced as a part of an ESEA Title III project granted Washington State University for an experimental program in the elementary schools of Pullman, Washington. Depicts a wide variety of activities and equipment for K-6 programs.

Readiness — The Fourth R. 1963. (16mm, color, sound, 10 min.) $170. Athletic Institute, Merchandise Mart, Chicago, Ill. Rental: $4 plus shipping charges both ways. Association Films, 561 Hillgrove Ave., LaGrange, Ill. 60625.

Features astronaut John Glenn in a few sequences. Intended to convey to the various publics the need of a good physical education program on all school levels.

Rope Jumping. 1968. (16mm, color, sound, 11 min.) Purchase, $125. General Learning Corp., 3 E. 54th St., New York, N.Y. 10022.

Provides ideas for all levels of performance, from preliminary exercise to highly skilled rhythmic jumping.

Softball; Volleyball; Rope Jumping. 1968. (16mm, color, sound, 3 films, each 12 min.) Purchase, $130-$140. Film Associates, 11559 Santa Monica Blvd., Los Angeles, Cal. 90025. (Standard and super 8mm film loops also available in softball, volleyball, basketball.)

This series carefully illustrates the correct performance of basic skills designed for upper elementary and junior-senior high students.

Tinikling. 1968. (16mm, color, sound, 11 min.) $125.00. Available from General Learning Corporation, 3 E. 54th St., New York, N.Y. 10022.

Instructions and teaching techniques for the Philippine stick dance.

Up and Over: Exploring the Stegel. 1969. (16mm, sound, color, 20 min.). $242. Available Bradley Wright Films, 309 North Duane Ave., San Gabriel, Cal. 91775.

Shows how stegel activities can be used to develop creativity. Demonstrates a variety of techniques for the teacher. Includes guide.

Vigorous Physical Fitness Activities. 1964. (16mm, color, b&w, sound, 13 min.). Color $55; b&w $30, purchase. President's Council on Physical Fitness and Sports, Washington, D.C. Loan prints available from the state education department film libraries.

Shows how to get maximum participation in physical activity period through proper use of time, equipment and facilities.

Why Exercise? 1962. (16mm, color, sound, 14 min.) Purchase, $152; rental $54.33. Associated Film Services, 3419 Magnolia Blvd., Burbank, Cal.

Conveys ideas about the value of muscular activity and demonstrates types of activities which develop factors of strength, endurance, and flexibility for the upper elementary school child.